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THE GRADE NINE STUDENT SURVEY:

FALL 1982

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- *all principals, vice-principals and teachers who helped us collect the data for the Grade 9 students;*
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ERRATA

- "Ukrainian" misspelled on pages 13, 15, 16, 17, 18 and 22.
- "Hungary" misspelled on page 6.
- Pages 42 and 43 are interchanged.

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INTRODUCTION

As outlined by Wright and Dhanota (1981), the annual Grade 9 Student Survey evolved from the trustees' continuing interest in the characteristics of students studying at various levels of difficulty. This survey of Grade 9 students was to be analyzed in terms of socio-economic status, ethnicity and race:

> "(3) A similar survey of Grade 9 student be undertaken annually to augment the student data file and the entries and withdrawals report."
>
> (Minutes of the Board, 1980, p. 108)

This report will be very similar to the ones prepared for the preceding two years (Wright, Tsuji and Dhanota, 1982 and Wright and Dhanota, 1981). In this report, comparisons will be made between the 1981 and the 1982 data. Now that the study report has become established, relatively little text is provided and the tables carry most of the information.

PROCEDURES

The data collection form (Appendix A) and the instructions to teachers and principals (Appendix B) were essentially the same as those used in previous years.

As soon as the September 30th attendance rolls were completed, the Computer Services Department produced name labels for every Grade 9 student so that pre-identified forms could be packaged for each Grade 9 home room and sent to the schools. Students usually completed the forms under the direction of the home room teacher. Completed forms were returned to the school office and from there to the Research Department. In one school, students were organized according to a "house system"; i.e., students from more than one grade were in the same home room. With the help and cooperation of the school's Guidance Department, arrangements were made to have forms distributed to students taking Grade 9 English.

Forms were distributed to the schools at the end of October. Staff in the schools and the students, as in previous years, were very cooperative. Most responses were received by the end of November; the last of the data was received by the end of the year. Coding the forms and keypunching proceeded smoothly. Data analyses were done at The Ontario Institute for Studies in Education using the Statistical Package for the Social Sciences package (Nie et al., 1975).

FINDINGS

There were 8511 labelled forms distributed; 6523 were returned completed, 916 were not returned, 475 were returned blank with no information and 597 were returned not completed but with an explanation such as absent, not in class, not in school, transferred or dropped out. There were also 167 "new" students who completed blank forms (without labels). This would include some of the students who had changed classes or schools. This report is based on the 6690 students (i,e., 6523 + 167 or 78.6% of the distributed forms) who completed the survey form. Within the context of this report, "no information" refers to students who did not answer a particular question even though they replied to at least one of the other items on the survey form. Care must be taken in interpreting tables with large amounts of missing ("no information") data.

Some General Characteristics of the 1981 Grade 9 School Population

Place of Birth and Date of Arrival

Table 1 summarizes the students' places of birth by region and Table 2 provides a detailed listing of the places of birth by province for Canadian-born students and by country for those

TABLE 1

PLACE OF BIRTH BY REGION - GRADE 9 STUDENTS

Region	1982 Number	1982 Percent	1981 Number	1981 Percent
Ontario	3865	57.8	3896	55.9
Other Provinces	285	4.3	331	4.8
Outside Canada[1]	51	0.8	60	0.9
U.S. and Mexico	86	1.3	106	1.5
South America	217	3.2	238	3.4
Central America	11	0.2	11	0.2
Caribbean Region	299	4.5	394	5.7
Europe	903	13.5	951	13.7
Middle East	17	0.3	13	0.2
Far East	413	6.2	454	6.5
South East Asia	345	5.2	340	4.9
Oceania	17	0.3	15	0.2
South Asia	114	1.7	90	1.3
Africa	37	0.6	35	0.5
No Information	30	0.4	33	0.5
TOTAL	6690	100.3*	6967	100.2*

[1] Country not specified.

*Does not equal 100% because of rounding.

NOTE: Regions were defined using the categories found in Information Please Almanac, Atlas & Yearbook, 1979 The Viking Press, New York, 1978.

TABLE 2

COUNTRY OR PROVINCE OF BIRTH - GRADE 9 STUDENTS

Country	1982 Number	1982 Percent	1981 Number	1981 Percent
*Ontario	3865	57.8	3896	55.9
*Quebec	90	1.3	122	1.8
New Brunswick	15	0.2	15	0.2
Nova Scotia	33	0.5	37	0.5
Prince Edward Island	1	0.0	5	0.1
Newfoundland	18	0.3	24	0.3
Manitoba	19	0.3	12	0.2
Saskatchewan	6	0.1	9	0.1
Alberta	15	0.2	14	0.2
British Columbia	29	0.4	27	0.4
Yukon, North West Territories	1	0.0	1	0.0
Canada (No Province Specified)	58	0.9	65	0.9
United States	83	1.2	103	1.5
Mexico	3	0.0	3	0.0
Outside Canada (Not Specified)	51	0.8	41	0.6
SOUTH AMERICA				
South America (Not Specified)	5	0.1	4	0.1
Argentian	13	0.0	12	0.2
Bolivia	1	0.0	2	0.0
Brazil	9	0.1	20	0.3
Chile	11	0.2	13	0.2
Columbia	12	0.2	7	0.1
Ecuador	58	0.9	81	1.2
Guyana	97	1.4	86	1.2
Peru	6	0.1	6	0.1
Uruguay	4	0.1	6	0.1
Venezuela	1	0.0	5	0.1
CENTRAL AMERICA				
Central America (Not Specified)	0	0.0	2	0.0
El Salvador	3	0.0	2	0.0
Guatemala	6	0.1	8	0.1
Honduras	1	0.0	0	0.0
Nicaragua	1	0.0	0	0.0

TABLE 2
(continued)

Country	1982 Number	1982 Percent	1981 Number	1981 Percent
Panama	0	0.0	1	0.0
CARIBBEAN REGION				
West Indies (Not Specified)				
Not Specified)	6	0.1	2	0.0
Antinue	3	0.0	6	0.1
Bahamas	1	0.0	2	0.0
Barbados	7	0.1	2	0.0
Bermuda	0	0.0	3	0.0
Cuba	1	0.0	2	0.0
Dominican Republic	3	0.0	1	0.0
Grenada	9	0.1	3	0.0
*Jamaica	205	3.1	272	3.9
Trinidad, Tobago	55	0.8	86	1.2
St. Kitts	2	0.0	3	0.0
St. Vincent	7	0.1	12	0.2
EUROPE				
Europe (Not Specified)	1	0.0	0	0.0
Albania	0	0.0	1	0.0
Austria	0	0.0	3	0.0
Belgium	0	0.0	3	0.0
Cyprus	7	0.1	6	0.1
Czechoslovakia	7	0.1	8	0.1
Finland	3	0.0	2	0.0
France	20	0.3	16	0.2
Germany West	17	0.3	21	0.3
Greece	65	1.0	61	0.9
Hyngary	3	0.0	5	0.1
Ireland	7	0.1	9	0.1
Italy	66	1.0	101	1.4
Lituania	0	0.0	1	0.0
Malta	4	0.1	2	0.0
Monaco	3	0.0	0	0.0
Netherlands	2	0.0	5	0.1
Norway	0	0.0	1	0.0
Poland	27	0.4	27	0.4
Portugal	543	8.1	536	7.7
Romania	5	0.1	8	0.1
Spain	7	0.1	8	0.1
Sweden	1	0.0	2	0.0
Switzerland	3	0.0	2	0.0
USSR	6	0.1	5	0.1
United Kingdom (England)	91	1.4	95	1.4
Yugoslavia	15	0.2	23	0.3

TABLE 2
(continued)

Country	1982 Number	1982 Percent	1981 Number	1981 Percent
MIDDLE EAST				
Iran	2	0.0	4	0.1
Iraq	0	0.0	1	0.0
Israel	5	0.1	2	0.0
Kuwait	1	0.0	0	0.0
Lebanon	5	0.1	3	0.0
Syria	1	0.0	1	0.0
Turkey	3	0.0	2	0.0
FAR EAST				
*China	166	2.5	123	1.8
*Hong Kong	149	2.2	217	3.1
Japan	6	0.1	8	0.1
Korea or South Korea	37	0.6	30	0.4
Macao	0	0.0	1	0.0
Philippines	41	0.6	55	0.8
Taiwan	14	0.2	20	0.3
SOUTH EAST ASIA				
Cambodia	18	0.3	13	0.2
Indonesia	0	0.0	2	0.0
Laos	33	0.5	59	0.8
Malaysia	3	0.0	3	0.0
Singapore	1	0.0	2	0.0
Thailand	1	0.0	1	0.0
*Vietnam	289	4.3	260	3.7
OCEANIA				
Australia	14	0.2	10	0.1
Fiji	1	0.0	3	0.0
Mauru	1	0.0	0	0.0
New Zealand	0	0.0	2	0.0
Solomon Islands	1	0.0	0	0.0
SOUTH ASIA				
Bangladesh	2	0.0	0	0.0
Burma	10	0.1	6	0.1
India	80	1.2	68	1.0
Pakistan	22	0.3	16	0.2

TABLE 2
(continued)

Country	1982 Number	1982 Percent	1981 Number	1981 Percent
AFRICA				
Africa (Not Specified)	3	0.0	13	0.2
Algeria	0	0.0	1	0.0
Angola	7	0.1	6	0.1
Egypt	1	0.0	0	0.0
Ethiopia	2	0.0	1	0.0
Ghana	1	0.0	2	0.0
Mauritius	2	0.0	1	0.0
Morocco	1	0.0	1	0.0
Mozambique	1	0.0	2	0.0
Nigeria	2	0.0	3	0.0
South Africa	6	0.1	5	0.1
Tanzania	7	0.1	8	0.1
Uganda	4	0.1	2	0.0
Zambia	0	0.0	3	0.0
No Information	30	0.4	33	0.5
TOTAL	6690	100.0	6967	98.7**

*Country with a change of 0.5% or more.

**Does not equal 100% because of rounding.

NOTE: Regions were defined using the categories found in Information Please Almanac, Atlas Yearbook, 1979 33rd Edition, The Viking Press, New York, 1978.

not born in Canada. These tables show that there continues to be stability in the proportions of students who have immigrated from most countries. In Table 2, an asterisk indicates those countries that have exhibited a + or - change of at least 0.5%.

The proportion born in Ontario in the 1982 survey (57.8%) is similar to that of the 1980 study (57.2%). The proportion "born in Vietnam" continues to increase from 2.9% (1980) to 3.7% (1981) and to 4.3% in 1982 while the proportion born in Jamaica has dropped slightly to 3.1% from its 1980 and 1981 levels of 3.7% and 3.9% respectively.

Table 3 reports immigrant students by their year of arrival. In 1981, 821 or 30.0% of the immigrant students had arrived within the last three years. In 1982, 716 or 28.3% of the immigrant students had arrived within the last three years.

First Language Spoken and Language Fluency

Table 4 looks at whether or not English and/or French was a first language. There was a slight increase in the proportion of students who reported learning both "English and another language" first balanced by a decrease in the proportion of students who learned "another language" first.

Table 5 lists all the languages which students learned as a first language, (except English and French which are reported as the first three categories in Table 4). Where there has been a change of 0.5% or more, the language has been marked with an asterisk for easy identification.

TABLE 3

YEAR OF ARRIVAL FOR IMMIGRANT
GRADE 9 STUDENTS

Year of Arrival	1982 Number of Students	1982 Percent	1981 Number of Students	1981 Percent
1961	2	0.0	2	0.1
1962	0	0.0	1	0.0
1963	0	0.0	2	0.1
1964	1	0.0	6	0.2
1965	4	0.2	7	0.3
1966	12	0.5	40	1.5
1967	39	1.5	84	3.1
1968	74	2.9	117	4.3
1969	114	4.5	135	4.9
1970	134	5.3	136	5.0
1971	89	3.5	115	4.2
1972	138	5.5	142	5.2
1973	127	5.0	163	5.9
1974	231	9.1	222	8.1
1975	212	8.4	221	8.1
1976	118	4.7	186	6.8
1977	69	2.7	71	2.6
1978	56	2.2	59	2.2
1979	179	7.1	227	8.3
1980	264	10.4	335	12.2
1981	235	9.3	259	9.5
1982	217	8.6	-	-
No Information	214	8.5	210	7.7
TOTAL	2527	99.9*	2740	100.3*

*Does not equal 100% because of rounding.

TABLE 4

NUMBER OF GRADE 9 STUDENTS
SPEAKING ENGLISH, FRENCH AND/OR
ANOTHER LANGUAGE AS A FIRST LANGUAGE

First Language Spoken	1982 Number	1982 Percent	1981 Number	1981 Percent
English Only	3254	48.6	3404	48.9
French Only	36	0.5	39	0.6
English & French	134	2.0	128	1.8
English & Another Language	1305	19.5	1274	18.3
French & Another Language	14	0.2	25	0.4
English, French & Another Language	93	1.4	93	1.3
Another Language	1793	26.8	1940	27.8
No Information	61	0.9	64	0.9
TOTAL	6690	99.9*	6967	100.0

*Does not equal 100% because of rounding.

TABLE 5

NUMBER OF GRADE 9 STUDENTS SPEAKING A LANGUAGE OTHER THAN OR IN ADDITION TO ENGLISH OR FRENCH AS A FIRST LANGUAGE

Region	1982		1981	
	Number	Percent	Number	Percent
Afrikaans	3	0.1	1	0.0
Albanian	4	0.1	2	0.1
Arabic	4	0.1	1	0.0
Armenian	5	0.2	6	0.2
Bengali	1	0.0	0	0.0
Bulgarian	0	0.0	1	0.0
Burmese	4	0.1	2	0.1
Cambodian	5	0.2	5	0.1
Cantonese	107	3.3	116	3.3
Chinese	572	17.5	618	17.8
Cree	1	0.0	1	0.0
Croatian	7	0.2	10	0.3
Czechoslovakian	4	0.1	6	0.2
Danish	2	0.1	2	0.1
Dutch, Flemish	2	0.1	6	0.2
Estonian	6	0.2	6	0.2
Finnish	9	0.3	5	0.1
Gaelic	0	0.0	3	0.1
German	47	1.4	39	1.2
*Greek	375	11.5	359	10.3
Greek; Macedonian	0	0.0	1	0.0
Gujarati	15	0.5	19	0.5
Hebrew	20	0.6	9	0.3
Hindi	14	0.4	19	0.5
Hungarian	22	0.7	26	0.8
Icelandic	1	0.0	0	0.0
Indian	8	0.2	1	0.0
*Italian	527	16.1	597	17.2
Jamaican, Creole, Patois	14	0.4	17	0.5
Japanese	12	0.4	15	0.4
Kachi	1	0.0	3	0.1
Kannadese	0	0.0	1	0.0
Korean	39	1.2	28	0.8
*Laotian	10	0.3	37	1.1
Lebanese	0	0.0	2	0.1
Lithuanian	6	0.2	3	0.1
Macedonian	22	0.7	30	0.9
Malay	0	0.0	1	0.0
Malayalam	0	0.0	2	0.1

TABLE 5
(continued)

Region	1982 Number	1982 Percent	1981 Number	1981 Percent
Maltese	14	0.4	14	0.4
Mandarin	20	0.6	28	0.8
Norwegian	0	0.0	1	0.0
Ojibwa	2	0.1	2	0.1
Pakistani	1	0.0	0	0.0
Panjabi	37	1.1	29	0.8
Persian	2	0.1	3	0.1
Polish	81	2.5	85	2.4
*Portuguese	727	22.3	756	21.8
Romanian	4	0.1	6	0.2
Russian	4	0.1	8	0.2
Serbian	4	0.1	3	0.1
Serbo-Croatian	40	1.2	40	1.2
Sign Language	0	0.0	1	0.0
Slovak	0	0.0	3	0.1
Slovenian	0	0.0	1	0.0
*Spanish	128	3.9	160	4.6
Swahili	1	0.0	1	0.0
Swedish	2	0.1	1	0.0
Tagalog & Pilipino	41	1.3	41	1.2
Taiwanese	1	0.1	2	0.1
Tamil	2	0.1	0	0.0
Thai; Siamese; Pali	3	0.1	1	0.0
Turkish	2	0.1	2	0.1
Ukranian	51	1.6	51	1.5
Urdu	23	0.7	15	0.4
Vietnamese	141	4.3	146	4.2
No Information & Unclassified	61	1.9	71	2.0
TOTAL	3266	100.1**	3472	100.0

*Language with a change of 0.5% or more

**Does not equal 100% because of rounding.

The data on first languages spoken have been analyzed by school and reported in Tables 6 and 7. Table 6 shows for each secondary school, the number of students speaking the different languages. Languages spoken by less than ten students were not included in these analyses. These students were also traced back to the Toronto elementary schools which they had attended the previous year. These data provide an indication of the ethnic composition of the feeder schools and are reported in Table 7.

Each student was asked to rate himself/herself on spoken and written fluency in English and French (Table 8). There were a few changes from the previous year which were large enough to be statistically significant and they are noted below.

For spoken English, there was a reduction in the percentage of students reporting "no fluency" (from 0.6% to 0.3%) and an increase in the percentages not reporting any information (from 0.6% to 1.1%). (Comparing the two years chi square = 21.03 with 4 d.f.) It might be noted that extreme values of percentages are most sensitive to small changes in proportions.

For written English, the most noteworthy change was the increase in the percentages reporting themselves as "fair" (from 20.0% to 22.7%) this was accompanied by a corresponding decline in the percentage reporting themselves as "fluent". (Comparing the two years chi square = 33.88 with 4 d.f.)

For spoken French, there was a slight increase in the percentage reporting themselves "fluent" (from 2.8% to 3.5%) and also "fair" (from 30.3% to 31.9%). There were corresponding

TABLE 6

NUMBER OF GRADE 9 STUDENTS BY FIRST LANGUAGE[1] & SECONDARY SCHOOLS

School	Number of Students	English Only	French Only	English & French	Cantonese	Chinese	German	Greek	Gujarati	Hebrew	Hindi	Hungarian	Italian	Jamaican/Creole/ Patois	Japanese	Korean	Lao	Macedonian	Maltese	Mandarin	Panjabi	Polish	Portuguese	Serbo-Croatian	Spanish	Tagalog & Pilipino	Ukranian	Urdu	Vietnamese	No Info. & Others
Bickford Park	182	80	3	2	4	7	1	2	0	0	1	0	16	2	0	0	0	0	0	0	2	1	36	1	15	2	1	1	0	5
Bloor C.I.	166	39	0	0	0	21	2	25	3	0	2	0	21	0	0	1	1	0	0	0	10	2	16	0	3	1	2	0	10	7
Bloorview	12	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brockton	327	108	2	4	1	10	0	6	1	0	1	1	29	3	0	0	1	0	0	0	4	1	126	0	13	2	1	0	7	6
Castle Frank	175	135	3	3	0	4	1	4	0	0	0	0	1	3	0	0	0	0	0	0	1	0	6	2	3	0	0	1	1	7
Central Commerce	303	65	2	4	19	20	1	6	0	0	0	0	62	0	0	0	2	0	0	4	0	2	91	0	12	1	1	0	8	3
Central Tech.	513	162	3	4	1	36	0	21	0	0	1	3	85	0	1	2	1	1	1	0	3	1	146	4	11	4	0	1	11	10
City School	18	14	0	3	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Danforth Tech.	285	189	3	8	0	13	0	29	1	0	1	0	17	0	0	0	1	3	0	0	0	1	8	1	1	2	0	0	3	4
Eastdale C.I.	37	27	1	3	0	1	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Eastern Commerce	260	141	1	6	14	16	0	34	0	0	0	3	16	0	0	1	0	2	1	4	1	0	4	1	2	0	0	1	7	5
Forest Hill C.I.	143	99	0	2	2	3	0	3	0	13	1	1	1	0	1	2	0	0	0	3	0	0	2	0	4	1	1	0	1	3
Greenwood	165	10	1	1	25	74	0	7	0	0	2	1	2	1	0	3	1	0	0	2	2	2	0	1	2	2	0	1	15	10
Harbord C.I.	242	39	0	3	6	85	1	24	1	0	1	0	25	0	0	5	0	0	0	1	0	1	34	0	8	0	0	0	4	4
Heydon Park	70	36	0	1	3	2	0	1	0	0	0	0	1	0	0	0	0	0	1	0	2	0	19	0	1	1	0	0	0	2
Humberside C.I.	226	112	0	0	0	5	6	13	0	0	0	1	6	0	1	0	0	0	3	0	0	24	3	3	2	2	28	1	3	13
Inglenook	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jarvis C.I.	249	128	1	4	5	37	2	7	0	0	0	2	1	0	6	7	1	1	0	3	1	0	1	1	1	2	1	3	22	12

cont'd. . .

TABLE 6

NUMBER OF GRADE 9 STUDENTS BY FIRST LANGUAGE[1] & SECONDARY SCHOOLS
(continued)

Schools	Number of Students	English Only	French Only	English & French	Cantonese	Chinese	German	Greek	Gujarati	Hebrew	Hindi	Hungarian	Italian	Jamaican/Creole/ Patois	Japanese	Korean	Lao	Macedonian	Maltese	Mandarin	Panjabi	Polish	Portuguese	Serbo-Croatian	Spanish	Tagalog & Pilipino	Ukranian	Urdu	Vietnamese	No Info. & Others
Jarvis-French	13	4	1	3	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Lakeview	208	174	1	4	0	2	1	6	0	0	0	0	12	1	0	0	0	1	0	0	0	0	3	0	0	0	0	0	0	3
Lawrence Park	263	216	1	13	0	5	4	8	0	0	0	1	0	0	0	2	0	2	0	0	0	1	0	2	0	0	0	0	0	8
Malvern C.I.	248	189	0	7	0	14	6	13	0	0	0	1	2	0	1	3	0	2	0	0	0	0	2	1	0	0	0	2	1	4
Monarch Park	182	117	0	5	0	10	0	14	0	0	0	0	18	0	1	1	0	4	0	0	2	0	1	2	1	0	0	0	0	5
North Toronto	313	247	1	7	2	4	9	13	0	4	2	2	1	0	0	7	0	1	0	0	0	0	0	1	1	0	3	0	0	8
Northern Sec.	475	340	2	16	2	22	1	32	0	2	0	2	9	0	0	1	0	2	1	0	1	1	4	2	9	2	2	2	1	9
Oakwood C.I.	223	62	1	7	0	8	2	32	0	0	0	1	74	3	1	1	0	0	0	1	2	0	14	2	6	0	0	1	3	2
Parkdale C.I.	189	55	0	2	1	30	0	2	7	0	2	0	1	0	0	2	0	0	0	0	1	14	20	3	9	13	2	2	16	7
Riverdale C.I.	229	59	0	1	10	95	0	42	0	0	0	0	0	0	0	1	0	1	0	2	2	0	2	0	2	3	0	1	7	1
S.E.E.D.	4	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subway I	8	7	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subway II	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
West End Alter.	33	27	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1
West Park	112	61	3	1	0	1	1	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	29	0	3	0	0	0	2	3
West Toronto	302	89	2	9	3	21	2	4	1	1	0	0	28	0	0	0	3	0	1	0	1	2	107	4	8	1	0	5	7	4
Western Tech.	490	197	4	11	1	16	4	21	1	0	0	2	90	1	0	0	0	2	6	0	2	28	52	9	6	2	9	1	8	17
TOTAL	6663	3254	36	134	107	572	47	375	15	20	14	22	527	14	12	39	10	22	14	20	37	81	727	40	128	41	51	23	141	167

[1]Only languages reported by 10 or more grade 9 students are included in this table.

TABLE 7

NUMBER OF GRADE 9 STUDENTS BY FIRST LANGUAGE[1] & TORONTO PUBLIC FEEDER SCHOOLS

School	Number of Students	English Only	French Only	English & French	Cantonese	Chinese	German	Greek	Gujarati	Hewbrew	Hindi	Hungarian	Italian	Jamaican/Creole/ Patois	Japanese	Korean	Lao	Macedonian	Maltese	Mandarin	Panjabi	Polish	Portuguese	Serbo-Croatian	Spanish	Tagalog & Pilipino	Ukranian	Urdu	Vietnamese	No Info & Others
Al. Muir/Gladstone	70	17	0	4	0	4	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	1	36	1	1	0	0	0	2	0
Alpha	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Annette Street	72	42	1	0	0	1	2	8	0	0	0	1	2	0	0	0	0	0	2	0	1	1	4	1	1	0	0	1	2	2
Balmy Beach	17	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bedford Park	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bloorview	10	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deer Park	112	91	1	5	0	3	5	4	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earl Beatty	96	53	0	1	0	3	0	14	0	0	1	0	13	0	0	0	0	4	0	1	3	0	1	2	0	0	0	0	0	0
Earl Grey	240	107	2	3	3	28	0	79	0	0	0	0	6	1	0	1	0	3	0	0	1	0	1	1	1	1	0	0	2	0
Essex	108	28	1	0	3	6	0	28	0	0	0	0	24	0	0	0	1	0	0	0	0	0	10	0	5	1	1	0	0	0
Fairmount Park	165	109	1	3	1	21	0	13	0	0	0	0	5	0	1	0	0	0	0	0	0	0	2	2	0	0	0	2	1	4
Fern Avenue	88	38	0	0	1	3	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	17	7	2	1	1	7	2	2	0
Forest Hill	139	105	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gabrielle Roy	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Givins	111	18	1	1	2	10	1	0	1	0	1	0	3	0	0	0	1	0	0	0	0	3	61	0	4	0	0	0	2	2
Glen Ames	162	140	0	2	0	3	5	5	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	1	0	1	0	0	2
Glenview	246	204	1	7	0	5	4	9	0	0	0	0	1	0	0	0	0	4	0	0	0	0	0	3	0	0	1	0	0	7
Grace Street	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Greenwood	24	1	0	0	6	7	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	3	0	0	0	4	0
Hodgson	98	74	0	0	0	3	0	8	0	2	0	0	3	0	0	0	1	1	1	1	0	0	1	1	2	0	0	0	0	0
Horizon	11	10	0	0	0	1	0	8	0	10	0	4	1	0	0	0	0	0	0	0	0	0	1	1	1	0	2	0	0	3
Jesse Ketchum	59	44	0	2	0	7	1	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
Kent	202	55	0	0	5	12	0	33	6	0	3	0	19	0	0	1	0	0	0	1	5	1	39	1	7	1	3	3	5	2
King Edward	106	22	1	2	4	9	0	2	0	0	0	1	24	0	0	1	0	0	0	1	0	0	33	0	4	0	0	0	2	0
Lord Dufferin	85	60	3	1	1	8	1	2	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	1	1	0	1	2	2
Lord Lansdowne	99	18	0	0	4	57	0	1	0	1	0	0	1	0	0	1	0	0	0	1	0	0	10	0	2	2	0	0	0	1
Market Lane	15	11	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3

TABLE 7

NUMBER OF GRADE 9 STUDENTS BY FIRST LANGUAGE[1] & TORONTO PUBLIC FEEDER SCHOOLS

(continued)

School	Number of Students	English Only	French Only	English & French	Cantonese	Chinese	German	Greek	Gujarati	Hebrew	Hindi	Hungarian	Italian	Jamaican/Creole/ Patois	Japanese	Korean	Lao	Macedonian	Maltese	Mandarin	Panjabi	Polish	Portuguese	Serbo-Croatian	Spanish	Tagalog & Pilipino	Ukranian	Urdu	Vietnamese	No Info & Others
Maurice Cody	26	24	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Osler	122	61	2	2	0	3	0	5	0	0	0	0	19	1	0	0	0	2	0	0	8	1	9	0	5	1	0	2	1	0
Park	77	59	0	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	0	2	0	0	0	0	2
Parkdale	114	61	1	2	1	9	0	1	3	0	0	0	1	0	0	1	0	0	1	0	1	4	9	2	4	0	0	0	11	2
Queen Alexandra	121	67	0	2	2	37	0	1	0	1	1	0	1	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	5	0
Runnymede	105	51	1	1	0	4	3	7	0	0	0	1	1	0	1	0	0	0	0	0	0	11	0	4	1	0	13	0	0	6
Ryerson	100	30	0	0	3	32	1	1	0	0	0	0	3	0	0	1	0	0	0	0	0	0	14	1	4	0	0	1	9	0
Spectrum	14	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Sunny View	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Swansea	63	39	0	0	0	1	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	6	2	4	0	0	2	0	0	4
Wandering Spirit	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Winchester	60	39	0	0	0	7	0	2	0	0	0	0	0	0	1	2	0	0	0	1	0	0	0	1	0	1	0	2	1	3
Winona	177	69	0	2	0	5	2	27	0	0	1	0	36	4	1	1	0	0	0	0	2	0	16	2	5	0	1	0	3	0
Woodfield	175	107	0	4	6	26	0	8	0	0	0	1	0	0	1	1	0	4	0	0	0	0	5	0	0	1	0	0	2	9
TOTAL	3502	1902	16	49	45	323	31	272	11	15	8	9	170	7	6	11	3	21	5	10	22	46	262	29	56	10	31	14	56	62

[1] Only languages reported by 10 or more Grade 9 students are included in this table.

TABLE 8

FLUENCY IN ENGLISH AND/OR FRENCH OF GRADE 9 STUDENTS
- SELF-REPORTED DATA (PERCENTAGES IN PARENTHESIS)

Fluency	English		French	
	Spoken	Written	Spoken	Written
Fluent	5213 (77.9%)	4583 (68.6%)	233 (3.5%)	245 (3.7%)
Fair	1109 (16.6%)	1521 (22.7%)	2137 (31.9%)	2121 (31.7%)
Poor	279 (4.2%)	330 (5.7%)	2001 (29.9%)	1853 (27.7%)
None	18 (0.3%)	23 (0.3%)	1233 (18.4%)	1346 (20.1%)
No Information	71 (1.1%)	178 (2.7%)	1086 (16.2%)	1125 (16.8%)
TOTAL	6690 (100.0%)	6690 (100.0%)	6690 (100.0%)	6690 (100.0%)

decreases in the remaining categories. (Comparing the two years chi square = 13.95 with 4 d.f.) Similarly, for written French, the fluent category increased from 2.8% to 3.7%, the fair category from 30.4% to 31.7%. This was accompanied by a decrease of 1.9% and 1.5% reporting "none" and "no information" respectively. (Comparing the two years chi square = 21.25 with 4 d.f.)

Table 9 reports the proportion of students indicating fluency in a language other than English or French. If this is compared with Table 5, it should be remembered that the proportions are not comparable since Table 5 excludes those who speak only English and/or French.

Race and Colour

The proportion of students belonging to visible minorities (self-reported data) is a matter of continuing importance to the school system. While the proportions remain similar from 1981 to 1982, there is a statistically significant change because of the increase (from 1.6% to 2.7%) in the number of students who did not give any information in response to this question. (Chi square = 23.51 with 6 d.f.)

Using the same procedures as were used for analyzing first language(s), the data on race were also analyzed by secondary school and Toronto public feeder school. Table 11 reports the data on race for each secondary school. These students were tracked back to the school they had attended the previous year

TABLE 9

THE NUMBER OF GRADE 9 STUDENTS SPEAKING
A LANGUAGE OTHER THAN ENGLISH OR FRENCH FLUENTLY

Language	1982		1981	
	Number	Percent	Number	Percent
Afrikaans	2	0.0	1	0.0
Albanian	5	0.1	5	0.1
Arabic	4	0.1	2	0.0
Armenian	5	0.1	7	0.1
Bengali	1	0.0	0	0.0
Bulgarian	0	0.0	1	0.0
Burmese	6	0.1	2	0.0
Cambodian	6	0.1	2	0.0
Cantonese	79	1.2	68	1.0
Chinese	414	6.2	455	6.5
Cree	1	0.0	1	0.0
Croatian	7	0.1	8	0.1
Czechoslovakian	3	0.0	7	0.1
Danish	1	0.0	2	0.0
Dutch, Flemish	2	0.0	9	0.1
Egyptian	1	0.0	0	0.0
Estonian	4	0.1	7	0.1
Finnish	7	0.1	6	0.1
Gaelic	3	0.0	2	0.0
German	50	0.7	47	0.7
Greek	360	5.4	350	5.0
Greek, Macedonian	1	0.0	2	0.0
Gujarati	17	0.3	18	0.3
Hebrew	26	0.4	42	0.6
Hindi	13	0.2	21	0.3
Hungarian	23	0.3	25	0.4
Icelandic	1	0.0	0	0.0
Indian	5	0.1	3	0.0
Italian	490	7.3	535	7.7
Jamaican, Creole Patois	33	0.5	20	0.3
Japanese	10	0.1	11	0.2
Kachi	1	0.0	1	0.0
Kannadese	1	0.0	1	0.0
Korean	32	0.5	24	0.3
Laotian	13	0.2	14	0.2
Latvian	8	0.1	4	0.1
Lithuanian	5	0.1	4	0.1
Macedonian	19	0.3	32	0.5
Malay	1	0.0	1	0.0
Malayalam	0	0.0	1	0.0

TABLE 9
(continued)

Language	1982 Number	1982 Percent	1981 Number	1981 Percent
Maltese	14	0.2	15	0.2
Mandarin	18	0.3	21	0.3
Objibwa	4	0.1	2	0.0
Panjabi	34	0.5	24	0.3
Persian	2	0.0	1	0.0
Polish	73	1.1	79	1.1
Portuguese	631	9.4	646	9.3
Romanian	3	0.0	6	0.1
Russian	4	0.1	6	0.1
Serbian	5	0.1	3	0.0
Serbo-Croatian	32	0.5	37	0.5
Sign Language	2	0.0	7	0.1
Slovak	0	0.0	3	0.0
Slovenian	1	0.0	1	0.0
Spanish	116	1.7	134	1.9
Swedish	1	0.0	0	0.0
Tagalog, Pilipino	28	0.4	28	0.4
Taiwanese	2	0.0	1	0.0
Thai, Siamese, Pali	3	0.0	4	0.1
Turkish	3	0.0	1	0.0
Ukranian	54	0.8	42	0.6
Urdu	20	0.3	15	0.2
Vietnamese	123	1.8	97	1.4
No Other Language Reported	3779	56.5	4052	58.2
TOTAL	6690	100.0	6967	99.6*

*Does not equal 100% because of rounding.

TABLE 10

RACE OF GRADE 9 STUDENTS

Race	1982		1981	
	Number	Percent	Number	Percent
Black	444	6.6	498	7.1
White	4609	68.9	4842	69.5
Native Canadian	60	0.9	78	1.1
Asian Descent	975	14.6	1031	14.8
South Asian Descent	160	2.4	153	2.2
Other	264	3.9	255	3.7
No Information	178	2.7	110	1.6
TOTAL	6690	100.0	6967	100.0

TABLE 11

RACE OF GRADE 9 STUDENTS BY SCHOOL
(EXPRESSED AS A PERCENTAGE)

School	Number of Students	Black	White	Native Canadian	Asian	South Asian	Other	No Info.	Total
Bickford Park C.I.	192	15.9	62.1	1.1	6.6	4.9	7.7	1.6	99.9*
Bloor C.I.	166	2.4	55.4	0.0	17.5	12.0	5.4	7.2	99.9*
Bloorview	12	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
Brockton H.S.	327	11.6	75.8	0.6	6.1	1.8	1.5	2.4	99.8*
Castle Frank H.S.	175	20.0	72.6	2.3	1.7	1.1	1.7	0.6	100.0
Central Commerce	303	4.3	71.6	0.7	17.5	1.3	4.3	0.3	99.0*
Central Tech.	513	9.7	66.7	1.0	10.5	1.2	6.4	4.5	100.0
City School	18	0.0	94.4	0.0	0.0	0.0	0.0	5.6	100.0
Danforth Tech.	285	8.1	75.4	2.1	6.3	1.8	3.9	2.5	100.1*
Eastdale C.I.	37	5.4	81.1	2.7	8.1	0.0	2.7	0.0	100.0
Eastern Commerce	260	12.7	62.7	1.2	15.4	1.5	5.0	1.5	100.0
Forest Hill C.I.	143	2.1	82.5	0.0	10.5	3.5	1.4	0.0	100.0
Greenwood S.S.	165	0.6	10.3	0.0	74.5	7.3	1.8	5.5	100.0
Harbord	242	0.8	46.3	0.0	47.1	0.8	3.7	1.2	99.9*
Heydon Park S.S.	70	14.3	67.1	0.0	7.1	5.7	1.4	4.3	99.9*
Humberside C.I.	226	2.7	85.0	0.9	5.8	1.8	2.2	1.8	100.2*
Inglenook School	5	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
Jarvis C.I.	249	2.4	52.6	0.4	34.9	2.8	5.2	1.6	99.9*
Jarvis-French	13	0.0	92.3	0.0	0.0	0.0	0.0	7.7	100.0
Lakeview	208	6.7	85.1	2.9	1.0	0.5	0.5	3.4	100.1*

TABLE 11

RACE OF GRADE 9 STUDENTS BY SCHOOL
(EXPRESSED AS A PERCENTAGE)
(continued)

School	Number of Students	Black	White	Native Canadian	Asian	South Asian	Other	No Info.	Total
Lawrence	263	0.8	87.8	0.0	3.4	0.0	1.9	6.1	100.0
Malvern C.I.	248	2.8	81.5	0.8	9.7	1.2	2.8	1.2	100.0
Monarch Park S.S.	182	4.4	79.7	2.2	7.1	2.2	2.2	2.2	100.0
North Toronto C.I.	313	1.0	85.3	0.6	5.1	1.0	2.6	4.5	100.1*
Northern S.S.	465	6.0	78.1	0.4	8.6	1.5	4.3	1.1	100.0
Oakwood C.I.	223	14.3	68.6	0.9	6.7	1.3	6.3	1.8	99.9*
Parkdale C.I.	189	2.6	41.3	0.0	32.8	9.5	10.6	3.2	100.0
Riverdale C.I.	229	4.8	28.8	0.0	52.4	3.1	7.0	3.9	100.0
S.E.E.D.	4	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
Subway Academy I	8	12.5	62.5	0.0	0.0	0.0	0.0	25.0	100.0
Subway Academy II	3	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
West End Alternative	33	21.2	63.6	0.0	3.0	3.0	6.1	3.0	99.9*
West Park S.S.	112	15.2	74.1	4.5	3.6	0.0	1.8	0.9	100.1*
West Toronto S.S.	302	7.0	73.5	1.7	10.6	2.3	2.0	3.0	100.1*
Western Tech.	490	6.7	76.7	0.8	5.9	2.9	4.3	2.7	100.0
No Information	2	0.0	50.0	0.0	50.0	0.0	0.0	0.0	100.0
TOTAL	6665	6.7	69.1	0.9	14.4	2.4	3.9	2.7	100.1*

*Does not equal 100% because of rounding.

and data for those who attended Toronto elementary schools are reported in Table 12. The data on race were also analyzed by region of birth. This information is summarized in Table 13.

Family Structure

In the family structure data, we see that there continued to be over a quarter of Grade 9 students who did not live with both parents. The proportions remain very similar to those of the previous year. (See Table 14.)

The Socio-economic Index Used for Occupational Categories

The students' Socio-economic Status (SES) was assessed based on their parents' occupations. As in previous studies, Blishen's Indexes for males and females (Blishen & McRoberts, 1976 and Blishen & Carroll, 1978) which are based on weighted averages of each occupations' income and education, were used for coding occupations. The scale was then collapsed into five categories. (See Wright and Dhanota, 1981, pp. 29-31.) Examples of some of the occupations in each SES category are reported in the first two tables. The five Occupational Categories are in rank order starting with Category 2 which includes many occupations which on the average have low income and low education. As one moves "up the occupational ladder" to Categories 5 and 6, one finds occupations which have, on the average, high education and high income. Category 1 is NOT part

TABLE 12

GRADE 9 STUDENTS BY RACE AND TORONTO PUBLIC FEEDER SCHOOLS
(EXPRESSED AS A PERCENTAGE)

School	Number of Students	Black	White	Native Canadian	Asian	South Asian	Other	No Info.	Total
Alex. Muir/Gladstone	69	1.4	88.4	0.0	7.2	1.4	1.4	0.0	99.8*
Annette	72	6.9	76.4	1.4	4.2	6.9	1.4	2.8	100.0
Balmy Beach	17	0.0	88.2	0.0	5.9	0.0	0.0	5.9	100.0
Bloorview	10	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
Deer Park	112	1.8	83.0	0.9	3.6	0.9	3.6	6.3	100.1*
Earl Beatty	96	4.2	77.1	0.0	4.2	5.2	7.3	2.1	100.1*
Earl Grey	240	11.3	64.2	0.4	15.8	2.5	5.0	0.8	100.0
Essex	108	3.7	75.0	0.0	10.2	1.9	6.5	2.8	100.1*
Fairmount	165	4.8	70.3	1.8	15.8	1.8	3.6	1.8	99.9*
Fern	88	2.3	78.4	0.0	10.2	4.5	2.3	2.3	100.0
Forest Hill	139	2.2	90.6	0.0	0.7	1.4	2.2	2.9	100.0
Givins	111	1.8	73.0	0.0	15.3	0.0	5.4	4.5	100.0
Glen Ames	162	1.9	90.7	0.6	3.7	0.0	1.9	1.2	100.0
Glenview	246	0.4	89.4	0.0	3.7	0.0	2.4	4.1	100.0
Greenwood	24	0.0	8.3	0.0	75.0	8.3	8.3	0.0	99.9*
Hodgson	98	3.1	89.8	1.0	3.1	0.0	1.0	2.0	100.0
Horizon	11	0.0	90.9	0.0	9.1	0.0	0.0	0.0	100.0
Jesse Ketchum	59	0.0	79.7	0.0	18.6	0.0	1.7	0.0	100.0
Kent	202	7.4	63.4	0.0	12.4	9.4	5.4	2.0	100.0
King Edward	106	4.7	72.6	0.0	19.8	0.0	2.8	0.0	99.9*
Lord Dufferin	85	27.1	44.7	2.4	16.5	1.2	8.2	0.0	100.1*

TABLE 12

GRADE 9 STUDENTS BY RACE AND TORONTO PUBLIC FEEDER SCHOOLS
(EXPRESSED AS A PERCENTAGE)
(continued)

School	of Students	Black	White	Native Canadian	Asian	South Asian	Other	Info.	Total
Lord Lansdowne	98	2.0	29.3	1.0	66.7	0.0	1.0	0.0	99.0*
Market Lane	15	20.0	66.7	6.7	6.7	0.0	0.0	0.0	100.1*
Maurice Cody	26	3.8	88.5	0.0	3.8	0.0	3.8	0.0	99.9*
Osler	121	23.1	54.5	1.7	4.1	8.3	5.8	2.5	100.0
Park	77	35.1	44.2	1.3	10.4	0.0	6.5	2.6	100.1*
Parkdale	114	12.3	50.0	0.0	18.4	7.0	11.4	0.9	100.0
Queen Alexandra	117	6.8	44.4	1.7	41.0	0.9	0.9	4.3	100.0
Runnymede	105	4.8	80.0	1.9	6.7	1.9	2.9	1.9	100.1*
Ryerson	100	8.0	38.0	2.0	44.0	2.0	5.0	1.0	100.0
Spectrum	14	0.0	92.9	0.0	0.0	0.0	7.1	0.0	100.0
Sunny View	4	0.0	75.0	0.0	25.0	0.0	0.0	0.0	100.0
Swansea	63	3.2	81.0	1.6	3.2	4.8	3.2	3.2	100.2*
Wandering Spirit	2	0.0	0.0	100.0	0.0	0.0	0.0	0.0	100.0
Winchester	60	11.7	50.0	0.0	18.3	6.7	8.3	5.0	100.0
Winona	177	17.5	63.3	0.0	7.3	1.7	7.3	2.8	99.9*
Woodfield	175	8.0	55.4	2.3	25.7	2.9	4.0	1.7	100.0
TOTAL	3492	7.4	92.9	0.0	0.0	0.0	7.1	0.0	100.0

*Does not equal 100% because of rounding.

TABLE 13

RACE AND REGION OF BIRTH OF GRADE 9 STUDENTS (EXPRESSED AS A PERCENTAGE)

Race	Number of Students	Ontario	Other Provinces	United States & Mexico	South America	Caribbean Region	Europe	South East Asia	Oceania	South Asia	Africa	Central America	Middle East	Far East	No Info.	Total Percent
Black	444	23.2	4.5	0.7	7.9	55.0	4.5	0.2	0.0	0.0	0.9	0.2	0.2	0.0	2.7	100.0
White	4609	72.2	5.0	1.6	1.6	0.1	17.6	0.2	0.3	0.0	0.4	0.2	0.3	0.1	0.5	100.1*
Native Canadian	60	91.7	6.7	0.0	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.1*
Asian	975	21.3	1.4	0.6	1.3	1.0	0.9	31.0	0.2	1.9	0.2	0.0	0.0	38.3	1.7	99.8*
South Asian	160	5.6	0.6	0.0	8.8	2.5	8.8	6.9	0.0	56.3	3.1	0.0	0.0	5.6	1.9	100.1*
Other	264	34.1	3.0	0.8	25.0	11.4	11.7	2.3	0.0	0.4	2.7	1.1	1.5	5.3	0.8	100.1*
No Information	178	41.0	4.5	0.0	8.4	4.5	10.1	10.1	0.6	1.1	0.6	0.0	0.0	6.7	12.4	100.0
TOTAL	6690	57.8	4.3	1.3	3.2	4.5	13.5	5.2	0.3	1.7	0.6	0.2	0.3	6.2	1.2	100.3*

*Does not equal 100% because of rounding.

TABLE 14

FAMILY STRUCTURE OF GRADE 9 STUDENTS

Family Structure	1982		1981	
	Number	Percent	Number	Percent
Both Parents	4831	72.2	5018	72.0
Mother	1237	18.5	1270	18.2
Father	224	3.3	224	3.2
Guardian	207	3.1	274	3.9
Group Home	68	1.0	66	0.9
Independent	45	0.7	61	0.9
No Information	78	1.2	54	0.8
TOTAL	6690	100.0	6967	99.8*

*Does not equal 100% because of rounding.

of this ordered series. It includes pensioners, students, homemakers and the retired as well as the unemployed. There is no valid way of classifying these parents within the above-mentioned occupational scale. They are not grouped with those people about whom we have no information. A handful of students reported their parents as self-employed but did not indicate vocations. Conversely, some of the occupations reported will include people who are self-employed.

As the reader can see, approximately a fifth of the students did not provide information about their parent's occupations.[1]

Tables 15 and 16 present the SES data for fathers and mothers, this year and last year, for both single-parent families and two-parent families. In Table 17, the proportions of Tables 15 and 16 are recalculated excluding students for whom no codable information was available. This, of course, assumes that the students who did not provide information were distributed in a similar fashion to those students who did.

In looking at Table 17, one can observe that the smallest changes in proportions from 1981 to 1982 have been for mothers in families where both parents were present. For mothers in

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[1] In the report, Characteristics of Students New to the the Toronto School System, 1981-1982, (Tsuji and Wright, 1982) it was also noted that "parent's occupation" was a category for which there was a great deal of missing data. The occupational data reported there had been collected through the registration form at the time of registration.

TABLE 15

SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION

(EXPRESSED AS PERCENTAGES)

SES Category	Blishen's Index Values[1]	Illustrative Occupations	Student Lives With Both Parents		Student Lives With Father Only	
			1982 %	1981 %	1982 %	1981 %
1		pensioner, student, retired, unemployed.	7.8	5.0	10.7	6.3
2	18-32	newsboy, labourer, truck driver, waiter, carpenter, orderly, door-to-door salesman.	36.1	38.9	20.1	25.4
3	33-40	shipping clerk, welder, referee, dancer, engraver, hotel manager, teller, cashier.	6.5	9.0	6.7	3.6
4	41-54	mail carrier, musician, typist, athlete, most foremen, many supervisors, real estate sales, minister, tool & die occupations, physiotherapist.	12.2	11.2	17.9	19.2
5	55-65	social worker, writer, editor, draftsman, psychologist, many managers, elementary school teacher.	6.0	7.5	12.5	11.2
6	66-75	chemist, pilot, accountant, secondary school teacher, lawyer, physician.	10.1	8.9	10.3	14.7
None		self-employed, no information, not codable.	21.3	19.4	21.9	19.6
TOTAL			100.0	99.9*	100.0	100.0
(Number of Students)			(4831)	(5018)	(224)	(224)

[1] Only first two digits of Blishen's values were used for coding.

*Does not equal 100% because of rounding.

TABLE 16

SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION

(EXPRESSED AS PERCENTAGES)

SES Category	Blishen's Index Values[1]	Illustrative Occupations	Student Lives With Both Parents		Student Lives With Mother Only	
			1982 %	1981 %	1982 %	1981 %
1		homemaker, unemployed, student, pensioner, retired.	29.3	28.4	25.7	22.2
2	20-33	charwoman, chambermaid, babysitter, hairdresser, sewing machine operator.	29.3	29.1	17.4	19.7
3	34-45	cashier, typist, bookkeeper, nursing assistant, bank clerk.	7.2	7.9	11.0	11.7
4	46-57	secretary, actress, statistical clerk.	7.0	6.7	12.5	12.6
5	58-66	physiotherapist, community college teacher, personnel officer, police-woman, nurse.	3.9	4.5	8.2	8.3
6	67-87	university professor, elementary school teacher, secondary school teacher, social worker, psychologist, physician, lawyer.	2.7	1.7	5.0	2.4
None		self-employed, no information, not codable.	20.5	21.7	20.2	23.1
TOTAL			100.0	99.8*	100.0	100.1*
(Number of Students)			(4831)	(5018)	(1237)	(1270)

[1] Only the first two digits of Blishen's values were used for coding.

*Does not equal 100% because of rounding.

TABLE 17

SOCIO-ECONOMIC STATUS BASED ON PARENTS' OCCUPATION
EXCLUDING "NO INFORMATION" FROM CALCULATIONS FOR PERCENTAGES
(EXPRESSED AS PERCENTAGES)

	Both Parents Present				Single Parent Family			
	Father		Mother		Father		Mother	
SES Category	1982 %	1981 %	1982 %	1981 %	1982 %	1981 %	1982 %	1981 %
1	10.0	6.2	36.9	36.4	13.7	7.8	32.2	28.9
2	45.6	48.3	36.8	37.1	25.7	31.7	21.8	25.6
3	8.3	11.2	9.1	10.1	8.6	4.4	13.8	15.3
4	15.5	13.9	8.8	8.5	22.9	23.9	15.7	16.4
5	7.6	9.3	4.9	5.7	16.0	13.9	10.2	10.7
6	12.8	11.1	3.4	2.2	13.1	18.3	6.3	3.2
TOTAL	99.8*	100.0	99.9*	100.0	100.0	100.0	100.0	100.1
Number	3804	4044	3841	3927	175	180	987	977
Number with No Info.	1027		990		49		250	

single-parent families, it would appear that there has been an increase in the percentage not working with corresponding decreases in the remaining categories. A noteworthy exception is the increase in the percentage of mothers (both parents present and single parents) employed at Category 6, the highest level.

It is hard to characterize the shifts in the father's occupations except for a significant increase in the percentage not working. The remaining changes, up and down, almost alternate from category to category following opposite patterns for circumstances with both parents present and those with father only.

Tables 18 to 21 show the parents' SES status subdivided by the region of birth for the students. One way to look at these tables is to look at the percentages at the bottom across from the total as a reference point when looking at a column or the figures for a given region. In some categories, particularly for single-parent families, the numbers are too small from which to generalize with confidence.

A new table prepared for the report this year shows the relationship of mothers' occupations to fathers' (Table 22). Of the women whose husbands are in occupational category 5 and 6, 9.7% and 14.3% are in occupational category 6 compared to .3% and .3% if their husbands are in category 2 or 3. This general relationship exists throughout the table. At the other end of the scale, 47.5% of the mothers whose husbands are in category 2 also have category 2 occupations whereas only 3.7% of those

TABLE 18

REGION OF BIRTH AND SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION - STUDENT LIVES WITH BOTH PARENTS

Region of Birth	Number	SES Categories 1 %	2 %	3 %	4 %	5 %	6 %	No Info. %	Total %
Ontario	2826	6.1	33.3	6.3	14.0	7.0	12.6	20.7	100.0
Other Provinces	158	3.8	22.2	3.2	13.3	13.9	24.1	19.6	100.1*
U.S. & Mexico	60	1.7	5.0	5.0	15.0	20.0	38.3	15.0	100.0
South America	144	6.9	38.2	11.8	13.2	4.2	1.4	24.3	100.0
Central America	4	50.0	50.0	0.0	0.0	0.0	0.0	0.0	100.0
Caribbean	141	5.7	35.5	11.3	17.7	0.0	3.5	26.2	99.9*
Europe	768	8.5	55.5	6.6	7.4	3.1	4.7	14.2	100.0
Middle East	13	15.4	15.4	0.0	23.1	15.4	7.7	23.1	100.1*
Far East	347	10.7	39.5	5.2	8.4	3.7	3.5	29.1	99.9*
South East Asia	201	28.4	21.4	5.5	6.5	2.0	1.0	35.3	100.1*
Oceania	10	0.0	30.0	0.0	20.0	0.0	10.0	40.0	100.0
South Asia	90	14.4	24.4	16.7	8.9	5.6	6.7	23.3	100.0
Africa	27	3.7	44.4	0.0	11.1	11.1	11.1	18.5	99.9*
No Information	42	11.9	26.2	0.0	9.5	4.8	7.1	40.5	100.0
TOTAL	4831	7.8	36.1	6.5	12.2	6.0	10.1	21.3	100.0

*Does not equal 100% because of rounding.

TABLE 19

REGION OF BIRTH AND SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION - STUDENT LIVES WITH BOTH PARENTS

Region of Birth	Number	SES Categories 1 %	2 %	3 %	4 %	5 %	6 %	No Info. %	Total %
Ontario	2826	31.0	20.7	9.1	10.1	4.5	3.4	21.2	100.0
Other Provinces	158	31.6	19.0	8.2	11.4	5.1	7.0	17.7	100.0
U.S. & Mexico	60	20.0	3.3	5.0	18.3	16.7	15.0	21.7	100.0
South America	144	29.9	42.4	4.9	1.4	2.8	0.7	18.1	100.2*
Central America	4	50.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Caribbean	141	17.7	36.2	10.6	2.1	9.2	0.7	23.4	99.9*
Europe	768	26.0	52.7	2.7	1.4	2.3	1.4	13.3	99.8*
Middle East	13	69.2	0.0	0.0	7.7	0.0	0.0	23.1	100.0
Far East	347	22.5	44.7	5.8	0.3	1.4	0.0	25.4	100.1*
South East Asia	201	34.8	34.3	1.5	0.5	0.0	0.0	28.9	100.0
Oceania	10	50.0	10.0	0.0	10.0	10.0	0.0	20.0	100.0
South Asia	90	31.1	36.7	6.7	1.1	2.2	3.3	18.9	100.0
Africa	27	25.9	33.3	11.1	7.4	0.0	3.7	18.5	99.9*
No Information	42	28.6	26.2	2.4	2.4	2.4	0.0	38.1	100.1*
TOTAL	4831	29.3	29.3	7.2	7.0	3.9	2.7	20.5	100.0

*Does not equal 100% because of rounding.

TABLE 20

REGION OF BIRTH AND SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION - STUDENT LIVES WITH FATHER ONLY

Region of Birth	Number	SES Categories 1 %	2 %	3 %	4 %	5 %	6 %	No Info. %	Total %
Ontario	142	5.6	17.6	9.2	21.1	16.9	10.6	19.0	100.0
Other Provinces	13	15.4	23.1	0.0	15.4	0.0	30.8	15.4	100.1*
U.S. & Mexico	6	16.7	0.0	0.0	33.3	16.7	0.0	33.3	100.0
South America	9	22.2	33.3	11.1	11.1	0.0	0.0	22.2	99.9*
South Asia	3	0.0	66.7	33.3	0.0	0.0	0.0	0.0	100.0
Caribbean	5	20.0	20.0	0.0	0.0	20.0	20.0	20.0	100.0
Europe	9	11.1	33.3	0.0	22.2	11.1	11.1	11.1	99.9*
Far East	10	20.0	40.0	0.0	0.0	0.0	10.0	30.0	100.0
South East Asia	22	31.8	18.2	0.0	4.5	0.0	0.0	45.5	100.0
Oceania	1	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Africa	2	0.0	0.0	0.0	50.0	0.0	0.0	50.0	100.0
No Information	2	0.0	0.0	0.0	50.0	50.0	0.0	0.0	100.0
TOTAL	224	10.7	20.1	6.7	17.9	12.5	10.3	21.9	100.0

*Does not equal 100% because of rounding.

TABLE 21

REGION OF BIRTH AND SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION -STUDENT LIVES WITH MOTHER ONLY

Region of Birth	Number	SES Categories 1 %	2 %	3 %	4 %	5 %	6 %	No Info. %	Total %
Ontario	757	26.9	12.2	12.4	14.5	8.9	5.5	19.6	100.0
Other Provinces	96	27.1	8.3	10.4	16.7	8.3	5.2	24.0	100.0
U.S. & Mexico	19	10.5	10.5	10.5	21.1	5.3	21.1	21.1	100.1*
South America	51	21.6	29.4	13.7	5.9	5.9	2.0	21.6	100.1*
Central America	6	33.3	33.3	33.3	0.0	0.0	0.0	0.0	99.9*
Caribbean	127	13.4	31.5	12.6	1.6	10.2	1.6	29.1	100.0
Europe	95	21.1	33.7	4.2	12.6	7.4	4.2	16.8	100.0
Middle East	3	66.7	0.0	0.0	0.0	0.0	0.0	33.3	100.0
Far East	26	30.8	42.3	0.0	0.0	3.8	3.8	19.2	99.9*
South East Asia	21	76.2	23.8	0.0	0.0	0.0	0.0	0.0	100.0
Oceania	6	16.7	0.0	0.0	33.3	0.0	16.7	33.3	100.0
South Asia	10	50.0	10.0	10.0	10.0	0.0	10.0	10.0	100.0
Africa	8	25.0	25.0	0.0	37.5	12.5	0.0	0.0	100.0
No Information	12	16.7	41.7	0.0	16.7	0.0	8.3	16.7	100.1*
TOTAL	1237	25.7	17.4	11.0	12.5	8.2	5.0	20.2	100.0

*Does not equal 100% because of rounding.

TABLE 22

THE RELATIONSHIP OF MOTHER'S OCCUPATIONS TO FATHER'S OCCUPATIONS EXPRESSED IN PERCENTAGES
(N in parenthesis)

Father's Occupational Categories	N	Mother's Occupational Categories SES 1	SES 2	SES 3	SES 4	SES 5	SES 6	No Info.	TOTAL
(SES) 1	(379)	48.8	32.7	7.1	2.4	1.1	0.8	7.1	100.0
(SES) 2	(1742)	31.1	47.5	5.1	1.8	1.7	0.3	12.5	100.0
(SES) 3	(315)	23.5	38.4	9.5	8.9	2.5	0.3	16.8	99.9*
(SES) 4	(590)	28.5	21.5	13.9	12.4	5.4	2.0	16.3	100.0
(SES) 5	(290)	22.4	7.9	11.4	20.3	12.1	9.7	16.2	100.0
(SES) 6	(488)	27.3	3.7	6.6	19.3	11.3	14.3	17.6	100.1*
No Info.	(1027)	24.4	17.0	5.5	4.4	2.4	1.2	45.1	100.0
TOTAL	(4831)	(1417)	(1415)	(349)	(339)	(189)	(132)	(990)	
Percentages		29.3	29.3	7.2	7.0	3.9	2.7	20.5	99.9*

*Does not equal 100% because of rounding.

whose husbands have category 6 occupations have a category 2 occupations. (The male and female category schemes are closely parallel but they are not identical.)

Race and Family Structure

Table 23 presents the family structure data by race. Students of Asian descent (9.5%) and South Asian descent (8.8%) are again as in 1981, the most likely to be living with a guardian, although this figure is a reduction by 3.2% for the Asians. As was reported last year, the black students (45.5%) and the Native Canadian students (38.3%) are the most likely to live in "mother-only" families. There are a few changes of several percentage points compared to last year's report. The greatest changes are an increase in the percentage of Asian students living with "both parents" (71.9% to 78.7%) and an increase in the percentage of Native Canadian students living in "mother-only" (32.1% to 38.3%) families.

Levels of Study

In Toronto secondary schools, subjects are offered at various levels of difficulty. Students were asked to indicate the levels at which they were taking the majority of their courses. (The Advanced level courses are taken for admission to Grade 13 and an honours secondary school graduation diploma.) The data in Table 24 show the distribution of male and female Grade 9 students in the various levels for both 1981 and 1982.

TABLE 24

LEVEL OF STUDY BY SEX - GRADE 9 STUDENTS

Year	Sex	Number	Level of Study				Total %
			Modified %	Basic %	General %	Advanced %	
1982	Male	3364	4.3	15.2	28.1	52.5	100.1
	Female	2995	2.4	11.3	24.4	61.9	100.0
	TOTAL	6359	3.4	13.4	26.3	56.9	100.0
1981	Male	3328	3.5	15.6	30.3	50.6	100.0
	Female	3164	1.7	12.3	25.0	61.0	100.0
	TOTAL	6492[a]	2.7	14.0	27.7	55.6	100.0

*Does not equal 100% because of rounding.

[a] There was not sufficient information to include 232 students in this table; an additional 243 were ESL students and not assigned to any level.

TABLE 23

RACE AND FAMILY STRUCTURE OF GRADE 9 STUDENTS

Race	No.	Both Parents %	Father Only %	Mother Only %	Guard-ian %	Group Home %	Inde-pendent %	No Info. %	Total %
Black	444	43.0	2.7	45.5	3.6	2.5	2.0	0.7	100.0
White	4609	74.2	3.5	19.0	1.4	1.0	0.4	0.6	100.1*
Native Canadian	60	48.3	5.0	38.3	6.7	1.7	0.0	0.0	100.0
Asian	975	78.7	3.5	5.7	9.5	0.8	1.3	0.4	99.9*
South Asian	160	74.4	1.9	10.6	8.8	1.9	0.0	2.5	100.1*
Other	264	73.5	3.4	18.2	3.8	0.0	1.1	0.0	100.0
No Info.	178	61.8	1.7	7.9	3.9	0.6	1.1	23.0	100.0
TOTAL	6690	72.2	3.3	18.5	3.1	1.0	0.7	1.2	100.0

*Does not equal 100% because of rounding.

As in 1981, there was again an increase in the proportion of students who were taking Advanced level courses with females continuing to be more likely than males to be taking courses at the Advanced level and less likely to be taking courses at the other levels. This increase in the percentage of students taking advanced level courses, was greater for males than for females; however, this year, there was an increase in the percentages of both males and females taking courses at the Modified level of study.

There are basically four sources of students who are in Grade 9. One group comes from Grade 8 in the Toronto public schools, a second group comes from Grade 8 in the Separate schools and a third group, most of whom are repeating a course, were in a Toronto secondary school the previous year. The fourth group called "others" consists primarily of students new to the Toronto school system. (See Table 25.) The patterns are generally similar to those of last year although it should be noted that for the students coming from the Separate school this year, only 33.0% are in the General level; whereas, last year's proportion was 38.7%. This decrease is balanced by a corresponding increase in the proportions distributed across the other levels of study.

In the tables and sections which follow, level of study is cross-tabulated with a variety of variables such as whether English was a first language, place of birth, race and socio-economic status.

TABLE 25

FEEDER SCHOOL AND LEVEL OF STUDY

Feeder School	Number	Level of Study				Total %
		Modified %	Basic %	General %	Advanced %	
Toronto Public Schools	3420	2.4	11.3	21.4	64.9	100.0
Separate Schools	972	3.7	17.4	33.0	45.9	100.0
Toronto Secondary Schools	612	5.4	15.2	45.1	34.3	100.0
Other/No Information	1356	4.7	14.9	25.4	54.9	99.9*
TOTAL	6360	3.4	13.3	26.3	56.9	99.9*

*Does not equal 100% because of rounding.

Mother Tongue, Immigrant Status and Level of Study

For this analysis, mother tongue and immigrant status have been collapsed into four categories according to whether or not English and/or French is the first language and whether or not the student was born in Canada. The four categories and their proportions are presented in Table 26. While the proportion of students who have English and/or French as their language has remained the same, there is a decrease in the proportion of those students who were born outside of Canada.

Table 27 presents the 1982 and 1981 levels of study for these students. The pattern of 1981 continued in 1982. Students who were born in Canada and who learned a language other than English and/or French as a first language, are most likely to be studying at the Advanced level and students for whom English and/or French is the first language are less likely to be studying at Advanced levels. This pattern holds true for both those students born in Canada and those not born in Canada.

To control for SES, the data have been presented again in Table 28 where only those students whose parents are in SES Category 2 are reported. Students born in Canada who learned a language other than English and/or French as a first language (both parents in Occupational Category 2) seem more likely to be studying at the Advanced level and less likely to be taking courses at other levels, in comparison to the other students. When it is a single-parent family with the mother in SES

TABLE 26

CATEGORIES USED TO GROUP STUDENTS
BY FIRST LANGUAGE AND COUNTRY OF BIRTH

Category Number	Category Description	Percentage of Students 1982	Percentage of Students 1981
1	Students born in Canada, with English and/or French as first language(s).	42.0	40.8
2	Students born in Canada with language(s) other than English/or French. (Note: this means that a student reporting both English and, for example, Italian as first languages would be placed in this category.)	22.2	22.1
3	Students not born in Canada with English and/or French as first language(s).	11.2	12.7
4	Students not born in Canada with first language(s) other than English and/or French.	24.6	24.4
TOTAL		100.0	100.0

TABLE 27

LEVEL OF STUDY OF GRADE 9 STUDENTS
CATEGORIZED AS TO WHETHER OR NOT STUDENT WAS BORN IN CANADA
AND WHETHER OR NOT ENGLISH AND/OR FRENCH WAS THEIR FIRST LANGUAGE

Background Categories	Number	Level of Study: Modified %	Basic %	General %	Advanced %	No Info. %	Total %
1982							
1-Born in Canada Eng/Fr first language	2693	3.2	13.9	24.1	57.6	1.2	100.0
2-Born in Canada Eng/Fr not first language	1423	0.8	7.6	28.0	62.5	1.1	100.0
3-Not born in Canada Eng/Fr first language	717	3.2	16.7	28.9	49.4	1.8	100.0
4-Not born in Canada Eng/Fr not first language	1576	5.7	15.2	25.6	51.1	2.4	100.0
TOTAL	6409	3.3	13.1	25.9	56.2	1.5	100.0
1981							
1-Born in Canada Eng/Fr first language	2722	2.4	13.9	25.5	55.9	2.4	100.1*
2-Born in Canada Eng/Fr not first language	1475	1.2	8.6	28.4	59.5	2.4	100.1*
3-Not born in Canada Eng/Fr first language	843	3.2	17.6	26.9	48.3	4.0	100.0
4-Not born in Canada Eng/Fr not first language	1642	4.1	15.1	27.1	48.5	5.1	99.9*
TOTAL	6664[a]	2.6	13.5	26.7	53.9	3.2	99.9*

*Does not equal 100% because of rounding.

[a] There are 243 ESL students who were not included in this table. An additional 60 students did provide sufficient information on background to include them.

TABLE 28

IMMIGRANT STATUS AND LEVEL OF STUDY
FOR STUDENTS WHOSE PARENTS ARE IN SOCIO-ECONOMIC STATUS CATEGORY 2

Background Categories	Number	Level of Study: Modified %	Basic %	General %	Advanced %	No Info. %	Total %
Both Parents in SES Category 2							
1	82	4.9	15.9	37.8	39.0	2.4	100.0
2	277	0.7	9.0	31.4	57.4	1.4	99.9*
3	67	6.0	19.4	35.8	37.3	1.5	100.0
4	358	6.7	18.2	33.8	39.7	1.7	100.1*
TOTAL	784	4.3	14.8	33.5	45.7	1.7	100.0
Single Parent - Mother in SES Category 2							
1	70	1.4	21.4	31.4	41.4	4.3	99.9*
2	28	0.0	7.1	50.0	42.9	0.0	100.0
3	61	6.6	11.5	45.9	34.4	1.6	100.0
4	50	10.0	14.0	22.0	54.0	0.0	100.0
TOTAL	209	4.8	14.8	35.9	42.6	1.9	100.0

*Does not equal 100% because of rounding.

Category 2, the largest variations seem to be in the General level program, but there are relatively few students in any single category so generalizations are less reliable.

Table 29 examines the relationship between the age on arrival of students born outside of Canada and their levels of study. Each age group is subdivided by whether or not English and/or French was a first language. Among those who spoke English and/or French as a first language, a clear pattern exists. The later arrivals have smaller proportions of students studying at the Advanced level and increasing proportions at the other levels. Among those students for whom English and/or French was not a first language, there is a similar pattern but the change from age level to age level is not nearly as dramatic, except at the Modified level where the increase is relatively large for those who were 12 years or older at arrival.

Another way of looking at this same group of students, i.e. those born outside Canada, is to examine the levels of study according to where the students were born. These data which are presented in Table 30 must be treated cautiously since some regions such as Central America, Middle East and Oceania were listed by only a few students. Students born in South America, Central America, the Caribbean and Europe are among those most likely to be studying at the Modified or Basic level and least likely to be studying at the Advanced level. Students born in the United States and Mexico, the Middle East, the Far East and Africa are the most likely to be studying at the Advanced level.

TABLE 29

AGE ON ARRIVAL AND LEVEL OF STUDY FOR STUDENTS NOT BORN IN CANADA: CATEGORIZED BY WHETHER OR NOT ENGLISH AND/OR FRENCH WAS THEIR FIRST LANGUAGE

Age on Arrival	First Language	Number	Level of Study: Modified %	Basic %	General %	Advanced %	No Info. %	Total %
1-6	Eng and/or Fr	173	2.3	9.8	24.3	62.4	1.2	100.0
	Another Language	385	1.3	12.7	29.1	55.6	1.3	100.0
7-11	Eng and/or Fr	242	2.9	14.0	25.2	56.6	1.2	99.9*
	Another Language	473	3.2	14.0	23.9	57.7	1.3	100.1*
12+	Eng and/or Fr	221	4.1	19.0	36.7	38.5	1.8	100.1*
	Another Language	595	9.6	16.3	24.5	45.4	4.2	100.0
TOTAL	Eng and/or Fr	636	3.1	14.6	28.9	51.9	1.4	99.9*
	Another Language	1453	5.3	14.6	25.5	52.1	2.5	100.0

*Does not equal 100% because of rounding.

TABLE 30

REGION OF BIRTH AND LEVEL OF STUDY OF GRADE 9 STUDENTS

Region of Birth[1]	Number	Level of Study: Modified %	Basic %	General %	Advanced %	No Info. %	Total %
Ontario	3859	2.3	11.6	25.9	59.2	1.0	100.0
Other Provinces	285	3.9	13.7	20.7	58.9	2.8	100.0
U.S. and Mexico	86	0.0	4.7	5.8	86.0	3.5	100.0
South America	210	5.7	17.6	32.4	42.4	1.9	100.0
Central America	9	11.1	44.4	33.3	11.1	0.0	99.9*
Caribbean	297	6.7	22.6	34.7	35.0	1.0	100.0
Europe	881	5.6	20.5	33.1	39.6	1.1	99.9*
Middle East	17	5.9	11.8	5.9	76.5	0.0	100.1*
South East Asia	273	5.1	7.3	20.9	60.1	6.6	100.0
Oceania	17	0.0	5.9	35.3	58.8	0.0	100.0
South Asia	104	3.8	15.4	16.3	61.5	2.9	99.9*
Africa	36	0.0	5.6	16.7	77.8	0.0	100.1*
No Info.	71	7.0	15.5	21.1	49.3	7.0	99.9*
TOTAL	6462	3.3	13.1	25.9	56.0	1.6	99.9*

[1] See note under Table 1 for source of classification.

*Does not equal 100% because of rounding.

To understand these data from another perspective, the reader is referred back to Tables 18, 19, 20 and 21. These tables consider parent's occupation and student's place of birth. They clearly show, for example, that students born in the United States and Mexico are much more likely to have parents in the higher SES categories than those students born in the Caribbean and Europe.

Race and Level of Study

Table 31 presents data relating levels of study to race. Students who identified themselves as Black or Native Canadian are among those less likely to be studying at the Advanced level and more likely to be studying at the Basic and Modified levels. Of all groups, the Native Canadians are most likely to be studying at the General level. Students of Asian descent are more likely to be studying at the Advanced level than students of other races and are less likely to be studying at the other levels. This is the same pattern as was reported last year.

Family Structure and Level of Study

As can be seen in Table 32, students living with both parents are more likely to be studying at the Advanced level than students from single-parent families. The data on family structure were examined more closely by looking only at those parents in Occupational Category 2 (see Table 33). This again shows that students from two-parent families are a little more

TABLE 31

RACE AND LEVEL OF STUDY OF GRADE 9 STUDENTS

Race	Number	Level of Study					Total %
		Modified %	Basic %	General %	Advanced %	No Info. %	
Black	442	6.1	23.8	36.2	32.6	1.4	100.1*
White	4580	3.2	13.9	27.1	54.7	1.1	100.0
Native Canadian	60	6.7	23.3	46.7	21.7	1.7	100.1*
Asian Descent	808	3.0	4.5	14.5	75.0	3.1	100.1*
South Asian Descent	145	4.8	11.7	17.2	63.4	2.8	99.9*
Other	258	1.2	8.5	26.4	62.8	1.2	100.1*
No Info.	169	1.8	10.7	22.5	58.6	6.5	100.0
TOTAL	6462	3.3	13.1	25.9	56.0	1.6	99.9*

*Does not equal 100% because of rounding.

TABLE 32

FAMILY STRUCTURE AND LEVEL OF STUDY OF GRADE 9 STUDENTS

Family Structure	Number	Level of Study					
		Modified %	Basic %	General %	Advanced %	No Info. %	Total %
Both Parents	4671	2.9	11.6	25.3	58.9	1.4	100.1*
Father Only	213	2.8	10.8	28.2	55.4	2.8	100.0
Mother Only	1218	4.3	16.2	28.1	49.9	1.6	100.1*
Guardian	179	6.1	15.6	27.4	46.4	4.5	100.0
Group Home	68	10.3	41.2	26.5	17.6	4.4	100.0
Independent	44	4.5	27.3	31.8	36.4	0.0	100.0
No Info.	68	4.4	26.5	16.2	50.0	2.9	100.0
TOTAL	6462	3.3	13.1	25.9	56.0	1.8	99.9*

*Does not equal 100% because of rounding.

TABLE 33

FAMILY STRUCTURE AND LEVEL OF STUDY FOR SES CATEGORY 2 ONLY

Family Structure	Number	Level of Study: Modified %	Basic %	General %	Advanced %	No Info. %	Total %
Both Parents Present							
Father	1688	4.1	15.3	32.6	46.4	1.6	100.0
Mother	1343	3.8	14.4	30.8	49.5	1.4	99.9*
Both Father and Mother[a]	787	4.4	14.9	33.4	45.6	1.7	100.0
Father Only	41	7.3	14.6	39.0	36.6	2.4	99.9*
Mother Only	210	4.8	14.8	36.2	42.4	1.9	100.1*

[a] Note that for this row, both father and mother are in occupational category 2.

*Does not equal 100% because of rounding.

likely to be studying at the Advanced level and a little less likely to be studying at the Modified level than students from single-parent families.

In Table 34, the data relating socio-economic status to level of study are reported based on father's occupation for two-parent families. Similar data are reported based on mother's occupation for two-parent families in Table 35. The data based on parent's occupation for single-parent families are presented in Tables 36 and 37. In every case, the pattern is essentially one of a higher proportion of students studying at the Advanced level with each move up in the socio-economic status categories. The pattern is reversed for the Basic and Modified levels. Socio-economic Status Category 2 is the lowest since Category 1 is for people who are not employed. Occupational Category 5 for women does not quite seem to fit into the pattern. This may be because of some anomaly in one or two of the numerous occupations that fall in Category 5 for women. The irregularities in the pattern of the data for students who live with "father only" may well reflect the small numbers for the various sub-groups. One must be cautious in considering Category 1 in Table 35. These are mothers in two-parent families who are not working and this of course does not necessarily reflect the socio-economic circumstances of the spouse. A final note of caution must be sounded again regarding the absence of information for many of the students. A comparison of the "No Information" line with the "Total" line shows that particularly for the single-parent families, the "No

TABLE 34

LEVEL OF STUDY AND SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION: STUDENT LIVES WITH BOTH PARENTS

SES [1] Category	Number	Level of Study: Modified %	Basic %	General %	Advanced %	No Info. %	Total %
1	332	4.2	18.4	30.7	44.9	1.8	100.0
2	1688	4.1	15.3	32.6	46.4	1.6	100.0
3	312	2.2	13.5	28.2	55.5	0.6	99.9*
4	578	1.7	6.7	20.6	68.9	2.1	100.0
5	290	0.7	3.4	7.2	87.9	0.7	100.0
6	487	0.4	0.8	6.4	92.0	0.4	100.0
No Information	985	3.0	13.1	27.3	55.2	1.3	99.9*
TOTAL	4672	2.8	11.6	25.3	58.8	1.4	99.9*

[1] See Table 15 for description of the categories.

*Does not equal 100% because of rounding.

TABLE 35

LEVEL OF STUDY AND SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION: STUDENT LIVES WITH BOTH PARENTS

SES [1] Category	Number	Level of Study: Modified %	Basic %	General %	Advanced %	No Info. %	Total %
1	1359	3.5	13.1	26.0	55.8	1.7	100.1*
2	1343	3.8	14.4	30.8	49.5	1.4	99.9*
3	346	1.5	10.7	24.0	63.5	0.3	100.0
4	339	1.2	3.8	14.7	79.1	1.2	100.1*
5	189	1.6	6.3	16.9	74.0	1.1	99.9*
6	132	0.0	2.3	4.5	93.2	0.0	100.0
No Information	964	2.5	11.0	25.2	59.7	1.6	100.0
TOTAL	4672	2.8	11.6	25.3	58.8	1.4	99.9*

[1] See Table 16 for description of the categories.

*Does not equal 100% because of rounding.

TABLE 36

LEVEL OF STUDY AND SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION: STUDENT LIVES WITH FATHER ONLY

SES[1] Category	Number	Level of Study: Modified %	Basic %	General %	Advanced %	No Info. %	Total %
1	20	10.0	20.0	25.0	40.0	5.0	100.0
2	41	7.3	14.6	39.0	36.6	2.4	99.9*
3	15	0.0	6.7	13.3	80.0	0.0	100.0
4	39	0.0	10.3	33.3	56.4	0.0	100.0
5	28	0.0	10.7	7.1	82.1	0.0	99.9*
6	23	0.0	0.0	8.7	91.3	0.0	100.0
No Information	47	2.1	10.6	42.6	36.2	8.5	100.0
TOTAL	213	2.8	10.8	28.2	55.4	2.8	100.0

[1] See Table 15 for description of the categories.

*Does not equal 100% because of rounding.

TABLE 37

LEVEL OF STUDY AND SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION: STUDENT LIVES WITH MOTHER ONLY

SES[1] Category	Number	Level of Study: Modified %	Basic %	General %	Advanced %	No Info. %	Total %
1	306	8.2	28.8	29.4	31.3	2.3	100.0
2	210	4.8	14.8	36.2	42.4	1.9	100.1*
3	135	3.7	7.4	23.7	65.2	0.0	100.0
4	155	1.9	3.2	16.8	75.4	2.6	99.9*
5	101	1.0	10.9	18.8	69.3	0.0	100.0
6	62	0.0	0.0	11.3	87.1	1.6	100.0
No Information	249	3.2	20.9	36.9	37.7	1.2	99.9*
TOTAL	1218	4.2	16.2	28.1	49.9	1.6	100.0

[1]See Table 16 for description of the categories.

*Does not equal 100% because of rounding.

Information" group does not have the same distribution and therefore, cannot be assumed to have been drawn proportionately from the various sub-groups.

DISCUSSION

The data in the first half of the report provide some indices of the current ethno-cultural mix of our student population. The latter part of the report provides data on their levels of study and how they are related to some of the students' background characteristics. In large populations such as this, changes manifest themselves slowly and one can anticipate only modest variations from year to year. Of all the changes, the ones that seem most worth noting are the slight increase in the proportion of students studying at the Advanced level and a decrease in the proportion of students from the Separate schools who were entering General level programs. Also, it probably should be noted that the racial and ethnic mix seem stable as do the relationships of student background characteristics to various levels of study.

As in previous years, the reader is reminded that there are complex interactions among the many variables.

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APPENDIX A: Survey Form 1982

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO

THE GRADE 9 STUDENT SURVEY

This information helps the Board to make plans for schools that serve different communities, and to meet some of the needs of students by providing resources in many languages. Please complete the questionnaire carefully. The Research Department will treat your answers confidentially and will use them to make summaries for the school system and its trustees.

NAME	SEX	DATE OF BIRTH
CLASS	SCHOOL	I.D. NUMBER

Please check (✓) the boxes and fill in the blanks that apply to you.

1. At what level are you taking most of your courses this year?

Level: ☐ 1 Special Program Secondary ☐ 2 Modified ☐ 3 Basic ☐ 4 General ☐ 5 Advanced ☐ 6 Enriched

Office Use Only: 7

2. Were you born in Canada?

YES ☐ What Province?_____

NO ☐ What Country?_____

Office Use Only: 8 10

If you answered "NO", when did you arrive in Canada?

Date of Arrival: ☐☐ month ☐1☐9☐☐ year

Office Use Only: 11 13

3. Check the language(s) you learned to speak first (you may check more than one box if necessary).

English ☐

French ☐

Another Language ☐ _____ (Please specify the language)

Office Use Only: 15 17

4. How fluent are you in the English and French languages?

	English		French	
	Spoken	Written	Spoken	Written
Fluent	☐	☐	☐	☐
Fair	☐	☐	☐	☐
Poor	☐	☐	☐	☐
None	☐	☐	☐	☐

Office Use Only: 19 21

5. What other language(s) do you speak fluently?

_____

_____

Office Use Only: 23 25

6. People sometimes identify themselves by race and colour. Please check the category below that you apply to yourself.

☐ Black

☐ White

☐ Native Canadian Indian, Inuit or Metis

☐ Asian Descent_____ (Specify, e.g., Chinese, Japanese, Korean, etc.)

☐ South Asian Descent_____ (Specify, e.g., East Indian, Pakistani, etc.)

☐ Other_____ (Specify, if not included above)

Office Use Only: 27 28 30

7. Do you live with (check one):

☐ Both Parents ☐ Guardian

☐ Mother ☐ Group Home

☐ Father ☐ Alone

Office Use Only: 31

What is your Father's job now?_____

_____

Office Use Only: 32

What is your Mother's job now?_____

_____

Office Use Only: 34

If you checked guardian, what is your guardian's job now?

_____

_____

Office Use Only: 36 38

APPENDIX B: Letter to the Principals and
Letter to the Teachers

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
155 College Street, Toronto M5T 1P6, Canada, 598-4931

INTERNATIONAL YEAR OF MOBILIZATION FOR SANCTIONS AGAINST SOUTH AFRICA 1982

October 1982

Dear Greenwood Secondary School Teacher:

These are the instructions for the annual grade nine student survey requested by the trustees in 1980. The survey form includes questions on race and ethnicity as recommended in the Final Report of the Sub-Committee on Race Relations. Various liaison committees and other groups have contributed to the final wording of the questions on this form and the final version was presented to the Board. The Human Rights Commission was also consulted; the Commission understands and supports the request for this information. Your assistance is needed to obtain complete and accurate data from the students. Please treat their replies confidentially.

Instructions:

(1) Distribute the labelled forms to the students who in your judgment are the equivalent of Grade 9 students elsewhere. If there is no labelled form for one of these students, have the student complete an unlabelled form, printing his/her name, birthdate and sex in the space where the label would normally appear.

(2) If one of these Grade 9 equivalent students is absent but still on your roll, please have the form completed in the next day or two. If a labelled form is not completed, write the reason at the top of the form (e.g., transferred to - name of school, or not Grade 9 equivalent.)

(3) If a student has a problem deciding how to answer a question, ask the student to provide details, writing on the back of the form if necessary. The Research Department will decide how to categorize the information.

(4) N.B. - For Question 7 (Occupation), please encourage the students to answer this question in detail and to specify the kind of work the parent(s) do(es) - not just the name of the employer. For example, the title "engineer" does not distinguish between civil engineer, railway engineer and stationary engineer.

All forms are to be returned in the original envelope to the main office which will arrange to have it sent to the Research Department.

Thank you for your help.

Yours sincerely,

E. N. WRIGHT, Ed.D.
Chief Educational Research Officer

ENW:dm

Edward N. McKeown, Director of Education/Ronald W. Halford, Associate Director of Education - Operations
Donald G. Rutledge, Associate Director of Education - Program/Charles W. Taylor, Superintendent of Curriculum and Program
Helen I. Sissons, Superintendent of Personnel/Michael J. Rose, Comptroller of Buildings and Plant/David S. Paton, Comptroller of Finance

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
155 College Street, Toronto M5T 1P6, Canada, 598-4931

INTERNATIONAL YEAR OF MOBILIZATION FOR SANCTIONS AGAINST SOUTH AFRICA 1982

October 1982

Dear Teacher:

These are the instructions for the annual grade nine student survey requested by the trustees in 1980. The survey form includes questions on race and ethnicity as recommended in the Final Report of the Sub-Committee on Race Relations. Various liaison committees and other groups have contributed to the final wording of the questions on this form and the final version was presented to the Board. The Human Rights Commission was also consulted; the Commission understands and supports the request for this information. Your assistance is needed to obtain complete and accurate data from the students. Please treat their replies confidentially.

Instructions:

(1) Distribute the labelled forms to the students. If there is no labelled form for a student on your roll, have the student complete an unlabelled form, printing his/her name, birthdate and sex in the space where the label would normally appear.

(2) If a student is absent but still on your roll, please have the form completed in the next day or two. If a form is not completed, write the reason at the top of the form (e.g., transferred to - name of school).

(3) If a student has a problem deciding how to answer a question, ask the student to provide details, writing on the back of the form if necessary. The Research Department will decide how to categorize the information.

(4) N.B.-For question 7 (Occupation), please encourage the students to answer this question in detail and to specify the kind of work the parent(s) do(es) - not just the name of the employer. For example, the title "engineer" does not distinguish between civil engineer, railway engineer and stationary engineer.

All forms are to be returned in the original envelope to the main office which will arrange to have it sent to the Research Department.

Thank you for your help.

Yours sincerely,

E.N. Wright
Chief Educational Research Officer

ENW:gkt

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To: Secondary School Principals

The material for the 1982 Grade Nine Student Survey accompanies this letter. Packages for each of your grade 9 classes have been prepared, with a labelled form for each student; a package of extra unlabelled forms which may be kept in the office is also enclosed. A copy of the letter to the teachers is included for your information.

The first request is for your support. Some of the questions touch on sensitive areas. Apart from emphasizing the importance of such information to school officials, it may be valuable to remind tnose raising the concerns that the recommendation for this annual study came from the Final Report of the Sub-Committee on Race Relations.

The second request is for you to arrange for the forms to be administered in the home room; i.e., have the packages distributed to the appropriate home room teachers, make additional blank forms available if necessary, and collect the completed forms. Please treat the students' replies confidentially.

When all the envelopes have been collected, please return them by Board mail to the Research Department as soon as possible and before November 30.

We recognize the additional work necessitated by the survey, but we have tried to make the process as efficient as possible.

Thank you for your continued help and the help of your staff.

Yours sincerely,

E. N. WRIGHT, Ed.D.
Chief Educational Research Officer

cc: Area Superintendents
Assistant Area Superintendents

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